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AUTHOR Slocum, Walter L.; Garrett, Gerald R.
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ABSTRACT

Some of the more significant responses to a questionnaire on educational and occupational aspirations and expectations which was administered to a statewide sample of sophomores, juniors, and seniors in 30 rural high schools by the Department of Rural Sociology at Washington State University were presented in this report. A principal objective of the research project was to ascertain the nature and extent of influence of school factors on educational and occupational aspirations and expectations of farm boys and girls. The study focused on factors over which the school has some control. The findings indicated that roughly 98% desired to graduate from high school and 70% aspired to go to college, that over 1/4 expected to begin their education at the junior college level, that over 2/3 of the college-bound boys and girls had definite expectations as to what major field of study they would follow at college, that only 7.8% of the sample expressed satisfaction with their high school's present curriculum in vocational training courses, and that only 5.8% of the boys and 6.6% of the girls indicated their high school counselor to be among the most helpful sources occupational information. It was concluded that with regard to a student's occupational and educational aspirations and expectations, school experiences are likely to be among the more significant and influential ones that an individual encounters. (HBC)

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EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF RURAL YOUTH

by

Walter L. Slocum and Gerald R. Garrett

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Department of Rural Sociology

Washington State University

Pullman, Washington

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EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF RURAL YOUTH*

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Walter L. Slocum and Gerald R. Garrett

Introduction

This report presents some of the more significant responses to a questionnaire on educational and occupational aspirations and expectations which was administered to a state-wide sample of sophomores, juniors, and seniors in thirty rural high schools by the Department of Rural Sociology at Washington State University.[1] The study was initiated in the fall of 1964 and data-gathering was completed in November and December of that same year.[2]

A principal objective of the research project was to ascertain the nature and extent of influence of school factors on educational and occupational aspirations and expectations of farm boys and girls. The study focused on factors over which the school has some control. In the remainder of this report, comments and interpretations of data will be confined to those that have relevance to and reflect upon this objective.

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* Work on this study was supported by the Bureau of Research, U. S. Office of Education (Bureau of Research Number 5-0376).

[1] The questions selected for inclusion in this report constitute those that were felt to be of greatest interest to high school administrators and teachers. The questionnaire from which the data in this report derive, while it is the central data-gathering instrument for the study, was supplemented with information obtained by other means of data-collection.

[2] For some notations on methodological and background information, see appendix A.

NOTE: IBM print-out sheets for the schools which participated in the study were enclosed with the original issue of this report. The data contained on these output sheets corresponded to the tables located in the appendix, facilitating comparison of an individual school to the state-wide sample. Our purpose was to provide educators and school administrators with an opportunity to compare responses made by their students with responses of students in other rural high schools.

The Findings of the Study

I. Educational Desires and Expectations

In attempting to investigate the educational plans of high school boys and girls, it is meaningful to view these future activities in two perspectives: what students aspire to achieve and what they expect to attain. Aspirations and desires can function as an influencing factor in determining the direction and channeling of the student's academic activities. They may be lofty aspirations to relatively simple ones, yet they serve as a framework within which each student can impose some structure and direction to his scholastic plans. A student who aspires to enter college selects high school courses that meet the requisites of institutions of higher education and prepare him for collegiate study. Expectations, on the other hand, are necessarily allied with more realistic notions as to what the student will actually achieve. Here one grounds oneself to a reasonable view of the outcome of his efforts, considering and weighing factors that might conspire against or bolster his chances of realizing his goals. But both, however they are related to one another, are relevant to a student's movement in the educational and occupational context of life: aspirations because they more or less set the upper limits of his efforts, and expectations because they tie the individual to a realistic perspective of his aims.

Inspection of Table 1 in the appendix reveals a breakdown in terms of percentages relative to educational aspirations of rural youth. Of importance is the relatively low proportion of high school dropouts. For boys, 2.3 per cent indicated that their desires would not carry them through high school graduation, while for girls only 1.7 per cent aspired to something less than a high school diploma. It can be noted that 68.4 per cent of the boys and 71.1 per cent of the girls indicated a desire to complete their high school education. Not all respondents, however, checked this category even though they may have clearly held an intention to complete high school; rather, it may have seemed more appropriate to mark only their highest level of educational desires. Thus, it is noted that some 97.7 and 98.3 per cent of rural boys and girls, respectively, desire at least a high school education.

In examining Tables 1 and 2, it is clear that today's rural youth aspire and expect to not only attain a high school diploma, but to go beyond the secondary educational setting into higher learning, a reflection of the contemporary emphasis on college attendance as a requisite to many occupational careers. Some, of course, may feel they are not suited for or inclined toward college; 9.0 and 15.5 per cent of the male sample hoped to enter business school and technical institutions respectively; for girls in this category, 26.6 per cent desired to enter a business school, while 5.7 per cent of the sample hoped to take a technical school curriculum. There is, thus, a tendency for non-college girls to enter business school suggesting an attraction to secretarial occupations as contrasted to males who desire to move into technical schools for their non-college training.

Many rural students regard junior college as a means of initiating their higher education. For boys, 28.1 per cent desired to attend junior college and 23.3 per cent indicated a desire to graduate from a community college; the comparable figures for girls were 25.5 and 20.7 per cent respectively.

Thus, roughly one-quarter of the sample of rural high school youth desire to enter junior college after high school graduation. These data suggest that community junior colleges in Washington will continue to maintain a salient role in absorbing high school graduates and alleviating the current strain being placed on senior colleges and universities.

With respect to attaining college degrees, 46.2 per cent of the male sample indicated a hope for graduation from a four-year college; 22.0 per cent aspired to a masters degree; 11.5 per cent a doctorate. Percentage figures for the girls were slightly lower: 38.0 per cent sought a bachelors degree, 16.1 per cent aspired to a masters, and 6.2 per cent indicated a desire to attain post-graduate education at the Ph.D. level.

Aspirations, of course, do not always crystallize into tangible results. If one seriously entertains his desires in a realistic frame of reference, the fantasy and "wishful thinking" aspects are screened, resulting in a view that is necessarily more aligned with realism. Aspirations, then, may differ from expectations.

In contrasting data on expectations of high school boys and girls (Table 2), a slight attrition of cases in each education category is observable as reflected in the percentage figures. For example, while 11.5 per cent of the boys aspired to the Ph.D. degree, only 7.8 per cent indicated that they actually expected to reach this level of education; 22.0 per cent desired a masters degree, contrasted to the 14.2 per cent who expected to obtain this academic award. Other findings relative to expectations were that 37.4 per cent of the boys expected to graduate from college, while a slightly smaller per cent, 26.8, of the girls expected to reach this level of educational attainment. Here again, these figures represent a decrease from the statistics obtained in relation to aspirations. Thus, for both boys and girls, educational expectations tend to be lower than aspirations, if there is a difference.

While it has been suggested that this dip reflects realistic thinking on the part of some respondents, it is not possible at this time to posit any definitive statements as to what specific considerations were actually entertained by each student. Each individual, of course, may be exposed to a variety of different circumstances and conditions that may affect his academic aspirations. Further, even where social circumstances are roughly identical, each respondent may be disposed to perceive these factors in a different perspective.

In a separate analysis of this same data, it was found that 75.1 per cent of the boys and 65.2 per cent of the girls expected to be exposed to higher education. That nearly three-fourths of the total sample of rural youth expected to attend college represents a significant trend in higher education when viewed in contrast to the findings of past studies on educational plans of high school students. In a state-wide study of both rural and urban students in 1954-5, it was discovered that only 37.6 per cent of high school seniors planned to attend a college or university.[1] The "college-bound" in

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[1] W. L. Slocum, "Occupational and Educational Plans of High School Seniors from Farm and Nonfarm Homes," Washington Agricultural Experiment Stations (Bulletin 564), Institute of Agricultural Sciences, Pullman, Washington, February, 1956.

this study are nearly double those in the 1954-5 investigation; the increase is convincing evidence of acceptance of the need for a college education as a requisite for the occupations of the future.

It can be assumed, of course, that not all of those who expect to attend college or obtain degrees will actually do so, yet findings of a 1962 nationwide study conducted by the University of Pittsburgh suggest that attrition of those who planned to extend their education will not be a substantial drop. Of those who indicated they planned to attend college, 92 per cent of the boys and 78 per cent of the girls actually realized their ambitions.[1]

It has been suggested by several researchers that there is empirical evidence to document the belief that rural boys and girls frequently have lower educational aspirations than those from nonfarm families.[2] The findings of the present study cast some doubt on this notion as reflected by the percentage of rural youth both aspiring to and expecting to attain a college education.

II. Military Service and the Occupational and Educational Plans of Boys

Perceived influence of military service on educational plans. Every able-bodied male student must begin to entertain thoughts relative to his military obligation as he approaches the end of high school. Federal law requires that each American male citizen register with the U. S. Selective Service Board when he is eighteen. For many, this marks a period in life that requires the individual to make a number of decisions regarding his plans for the future. On the one hand, a graduate can elect to fulfill his military obligation immediately following high school graduation; on the other, this duty can be deferred until the student completes some degree of higher education. The course of action taken by the male individual is likely to be related to a variety of factors. Some students may be strongly oriented to attaining a college education directly following high school graduation; it can be contingent upon the educational and occupational aspirations of the youth--what plans he has in life; for some, military service may be perceived as the best possibility for learning a trade or technical profession, aligned, then, with their occupational interests. Military service, however, even for those who may not have contemplated its effects on their life in the future, is an obligation that will, at one time or another, affect each boy's life situation.

Some high school students appear to be influenced more than others by their military service obligation, or at least perceive service as an influence on their plans. In such instances, it is likely to occupy a more central position in their planning; they may have planned when or how they desire to

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[1] John Flanagan, et al., Design For A Study of American Youth. (Boston: Houghton Mifflin Co., 1962).

[2] For an inventory of this research, see: Lee G. Burchinal, "Carrer Choices of Rural Youth in a Changing Society," Agricultural Experiment Station Bulletin, University of Minnesota, Minneapolis, Minnesota, Bulletin #458, November, 1962, pp. 12-14.

fulfill this duty. In any case, for those who have taken inventory of their military obligation and what it entails for them, military service is likely to assume a more influential role in determining the student's future course of action.

The male respondents were asked to indicate if the possibility of military service had affected their educational plans. The results of this question are presented in Table 3 in the appendix. It can be observed that two-thirds of the boys felt that military service had not influenced their educational plans; the remaining one-third perceived it as influencing their plans. There appears to be a differential perception of military service influence on high school males with respect to grade level in school. For tenth graders, 35.0 per cent indicated that military service has influenced their educational plans; juniors, 32.9 per cent; for high school seniors, 29.3 per cent.

The general finding that two-thirds (67.6 per cent) of the boys do not perceive military service as affecting their educational plans seems in line with the contemporary emphasis on attaining a college education. As a consequence of the stress on higher education already noted, a sizable majority of students are likely to place their military obligation in the background. That military service is relegated a secondary position in the life of the college-bound or college-oriented male does not necessarily mean that it is totally dismissed from his planned course of action. Rather, it seems more tenable that for many boys the influence of military service is not felt (or perceived as an influence) until a later age or until the boy has reached a higher level of educational attainment.

The questionnaire was completed during a period when draft calls were low. No doubt boys perceive military service as a greater influence on their educations plans when international tensions mount.

Military service as an opportunity for training. The data in Table 4 suggest that nearly two-thirds of the high school males in the sample perceived the military as a potential opportunity for vocational training or education. In relation to the previous findings relative to the influence of military on a boy's plans, it seems tenable to conclude that: while a majority of boys do not perceive the possibility of military service as having affected their educational plans, they do, at the same time, recognize that military service represents a potential source for obtaining vocational training and education. Whether the nature of the military's vocational training and education is attractive to these boys is, of course, another matter; recognition of these possibilities for training does not necessarily reveal the nature of an individual's feelings.

Again, similar to the data in Table 3, it is interesting to note that there is a steady decline in the percentage of those who perceived military service as an opportunity for training as year in school increases. While 69.0 per cent of the sophomores viewed the military in this positive perspective, only 67.3 per cent of the juniors and 60.6 per cent of the seniors embraced this same view.

Plans for military service. Table 5 presents an inventory of the plans of the male members of the sample relative to fulfilling military obligation. The three most popular means of eventual affiliation with the military are:

(1) to await draft call (23.2 per cent), (2) enlist after college graduation (20.7 per cent), and (3) enlist in a branch of the military following completion of high school (19.0 per cent). Together, these three categories constitute 63.0 per cent of the male sample.

Because cross-tabulation of this data with the variables on educational plans of youth are not yet available, definitive statements about how male respondents plan to integrate military service into their network of educational plans cannot be made at this time.

It can be noted, upon observing the results in Table 5, that 6.3 per cent, who either embraced pacifist beliefs or considered themselves ineligible for military duty as a consequence of a physical disability, eliminated themselves from potential affiliation with the armed forces. In another finding, slightly less than 51.0 per cent indicated that they intended to fulfill military obligations either during their college enrollment or immediately following their graduation.

The data, then, suggest that while a majority of rural high school boys did not perceive the possibility of military service as having affected their educational plans, most of them had entertained serious thoughts as to how they would meet their military obligation.

III. Selected Factors Influencing Educational Plans

An adolescent's decision to continue his education at the college level or terminate it at high school graduation is contingent upon a constellation of environmental influences. This poses a problem for the researcher attempting to isolate the factors that are central to the decision of young people. The family within which the youth was reared, the experiences encountered in school, and the peer-group situation to which he is exposed all may influence the course of action the individual may choose. It is not a simple task to measure the extent to which a particular factor may influence a high school student's decision to extend or terminate his education. It seems likely that subjective influences dispose the individual to react to the objective world in a manner that is compatible with the orientation imposed by past experiences and influences. A child, for example, who grew up in a family where education was regarded as unimportant, perhaps negatively evaluated, would probably be disposed to terminate education at high school graduation. But, while subjective factors are central to understanding behavior, objective and situational matters cannot be dismissed as irrelevant, for if a student has no financial backing, college education may appear to be out of reach. What a student perceives, then, as a reason for not attending (or attending) college is likely to derive from either some objective circumstance in his life--low grades, for example--or his orientation toward education and college--college and education are not useful--deriving from the more diffuse influences of peer-group or family background experiences. Furthermore, there is likely to be an interplay between these factors; low grades may result from family influences that failed to inspire to encourage diligent study. Thus, when students give reasons for continuing or discontinuing their formal education, a matter considered in the following section, it seems important and meaningful to recognize that these reflect past and present subjective and objective influences and experiences.

Students not planning to attend college. Students who stated that college was not in their plans were asked to read a list of statements and indicate how important each of these were as reasons for not going to college (Table 6).

Several items seem more prominent than others. Low grades appeared to be a central reason for not planning to attend college. It was, however, a more salient consideration for boys than girls; 60.8 per cent of the males checked this as an important reason while only 44.4 per cent of the girls did the same. Senior boys constituted the largest percentage (61.4 per cent) of those who reported low grades. If we can assume "low grades" to mean inadequate grades for college admission, it seems feasible to conclude that a large proportion of students who do not plan to continue their education have little choice in the matter.

It appears that a central theme for not attending college is economic: the "want a job" category represented an important reason for nearly half of the boys and girls not attending college; that the student needed to start earning a living, related to the former, was endorsed by 43.3 per cent of the boys and 38.5 per cent of the girls. A roughly equal percentage of boys and girls, 32.2 and 32.0 respectively, claimed that their parents could not meet the expenses of their college education. "College costs too much" as a reason was endorsed by 22.8 per cent of the males and 26.1 per cent of the girls.

Related to the general orientation of students toward education, it can be observed in Table 6 that 28.1 per cent of the boys and 38.5 per cent of the girls, who were not planning to go to college, checked the category "college not useful" as an important reason for not entering higher education. For these students, college education offers no help in realizing their ambitions in life. Somewhat related to this reason is the item, "I am not taking a college preparatory curriculum," to which roughly one-fourth of the males and females indicated to be an important reason for their not attending college. Apparently most students who elect to follow a noncollege preparatory curriculum are negatively oriented toward a college education. It seems reasonable to suggest that "not taking precollege courses" as a reason for not entering college is symptomatic of previous experiences and interests that channel the student away from an affirmative decision to extend his education beyond the high school setting.

Only 6.4 and 6.2 per cent of the boys assigned "mother disapproves" and "father disapproves" respectively as an important reason for not attending college. Still smaller percentages were reported by the opposite sex: 3.6 and 3.4 per cent. If disapproval and negative or indifferent attitudes toward college and education are typical in the families of students who elect not to go to college, a child seems likely to be negatively disposed toward initiating a college career. If students are reared within such a family environment, they are likely themselves to reflect a view in harmony with the influences to which they have been exposed.

Students planning to attend college. Students who intended to enter college were requested to indicate what reasons were important in their decision to seek higher education. Table 8 provides an inventory of the findings.

That rural boys and girls perceive the importance and value of education in contemporary society is strongly reflected in the data. Roughly three-fourths of boys and girls, 75.7 per cent of the former and 71.0 per cent of the latter, indicated that a college degree was necessary for them to enter the occupation they desired. In a culture that places emphasis on the male as the family provider, it is not surprising to note that a substantial proportion of males attributed this item as an important reason for attending college. That girls were less than 5 per cent behind the males suggests that they are no longer content to simply assume the traditional housewife-childbearing role, a stereotype that has been prominent in past generations. In general, for both boys and girls, the data suggest that rural youth not only perceive an intrinsic importance of higher education and a college degree in modern life, but aspire to attain and are oriented to professional careers that have a college education as a prerequisite.

Related to this reason is the enhancement of earning capacity associated with a college education. For males, 75.2 per cent assigned importance to the potential increase in earnings of college graduates as a reason for seeking a degree in higher education. A somewhat smaller percentage of the girls, 66.1, did the same. The emphasis placed by these youth on the financial yield of a college degree is in line with the popular, generalized belief that education is the pathway leading to better and higher-paying occupations. There is evidence that this view is well founded. The yearly average income of a male college graduate differs from that of the high school graduate by over 2,500 dollars per year; in terms of an estimated, average life-time income, the disparity resides in excess of 100,000 dollars.[1] The general belief in education as a means to financial dividends, whether based on actual statistics, general observations or otherwise, plays an important role in motivating high school boys and girls to enter college. That nearly three-fourths of the college-bound respondents mentioned the financial aspect of college as an important reason for their decision renders this conclusion tenable.

While the necessity of a college degree and its increased earning potential are important reasons, other items received heavy endorsement also. Some students enjoy and appreciate the learning experience that education provides; learning and education is an end in itself. Some 72.3 per cent of the girls and 53.8 per cent of the boys marked this item as an important reason for a college education. While it is risky to impose an interpretative framework for information of this nature, it seems reasonable to suppose that the student's endorsement of this item--particularly girls--reflects, to some extent, a genuine desire to enrich their personal lives by exposure to the cultural and social activities and learning experiences that a college education can offer. In any context, however, the data strongly suggest that education and learning is a highly prized value for rural high school students.

The occupational importance of college is reflected in the responses to another question: 68.9 per cent of the boys and 76.3 per cent of the girls indicated that an important reason for attending college was that it would provide them with information about careers and occupations they might want to enter. Many students are without a specific career preference when they enter college as freshmen (as will be seen in the later discussion of

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[1] Kurt B. Mayer, Class and Society. (New York: Random House, 1955), p. 35.

expected major field of study). Introductory courses in many colleges are designed to provide a survey of their respective disciplines. On the basis of this exposure, many students do gain the information they need to make a decision on a college major and subsequently commit themselves to a particular vocational choice in accordance with the occupational channels provided by that field of study.

More than half (51.5 per cent of the boys and 52.6 per cent of the girls) indicated that the possibility of business contacts in college life was an important reason for entering higher education. This suggests that college-bound students place credence in the notion that social and academic life in college offers a sort of "fringe" benefit in that it helps to establish personal acquaintances that can assist them in their later occupations and business.

Like the students not planning to attend college, the college-oriented students were also asked to mark those items that were unimportant in their decision. Table 9 gives the results.

The data suggest that financial matters are important for both the noncollege and college-bound high school pupil: the former because college represents both a deferment of job earnings until college graduation and an immediate expense that he is unwilling to burden, and the latter because college carries the potential of enhancing his future income as well as providing the training held as a requisite for higher-paying occupations.

IV. Educational Plans: Choice of School and Major Field of Study

For those who plan to enter college, two major decisions will, at one time or another, confront each student: what college to attend and what major field to study. For some, this choice is simple; for others, it may require hours of meditation on what college best meets their needs, what academic objectives they aspire to achieve, where they want to be located, and any number of considerations that seem to them to be relevant to making a wise choice. These two matters, of course, are strongly related to one another, for what a student wants to study may help select the particular college that best meets his needs. In Washington, for example, students interested in agricultural study would go to Washington State University if they desired to remain in their native state. On the other hand, students with liberal arts interests have a complete array of choices in this regard, for all state and private institutions in Washington provide liberal arts curricula. In some respects, these two decisions are among the most crucial and important ones relative to academic and occupational life that confront a beginning student.[1]

Table 10 in the appendix provides a breakdown of the expected college majors of students in the project's sample who planned to enter institutions of higher learning.

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[1] For a revealing and insightful empirical study on college attendance, the reader is referred to: Ernest Haverman and Patricia S. West, They Went to College. (New York: Harcourt, Brace and World, Inc., 1952).

Since the sample represents rural students, it might have been anticipated that a high proportion of the boys would profess an interest in agriculture. Such a hypothesis is not, however, borne out by the data. Agriculture attracted a relatively low 11.3 per cent of the male respondents.

Girls seemed more inclined toward an education major than boys: 20.7 per cent as compared to 9.3 per cent for the boys. The same holds true for business administration. As might be expected, however, engineering as a major was scarcely represented among females (0.6 per cent) while it was among the more significant percentage choices of males (16.7 per cent). In all other fields, including the "undecided" and "program not listed" categories, there appears to be no major sex differences.

Perhaps the most important data is represented in the percentage who have not yet made a decision as to their expected field of study. Slightly more boys (29.4 per cent) than girls (25.8 per cent) were, at the time of data-gathering, uncertain as to their expected major. It is, perhaps, this group of students who are in greatest need of sound counsel from college advisors and high school counselors. It is interesting to note that there was no significant decrease among the juniors or seniors in the percentages who had not yet reached a tentative decision regarding a major. It is possible that many students checked this "undecided" category under the misunderstanding that their major was not represented on the questionnaire. Students interested in sociology or political science, for example, may not have been cognizant of the fact that these disciplines are social sciences. This could account for the low number of students who indicated social sciences as a major field of study, for it might be expected that this area, constituting more or less the core of liberal arts, would be among the more popular.

Table 11 presents the data on choice of college. The largest single percentage was in the "undecided" category for both boys and girls. Two-thirds of the students were sophomores and juniors. In addition, the data were gathered in December when most seniors were probably still engaged in making applications, reviewing college catalogues, and discussing their plans with high school counselors.

Washington community junior colleges collected the greatest percentage of choices for those who had made some tentative decision as to a college they would attend. One-third of the boys and 28.7per cent of the girls indicated they intended to enter a Washington junior college for initiation of their higher education. This bears evidence of the importance of community colleges in the role of absorbing college-bound boys and girls after high school graduation. Senior colleges and universities in Washington are confronted with an increasing number of applicants each year which threatens to place a strain on both the facilities and academics of these institutions. At WSU, for example, 1964 enrollment increased nearly 10 per cent over attendance figures for the previous year. Added and expanded educational facilities at the community college level, thus, can function to not only provide educational opportunities for college-oriented boys and girls, but can help alleviate enrollment tension for the senior colleges as well.

Of the specific colleges--WSU, University of Washington, and Washington's three state colleges--included in the question's list of responses, Washington State University received the heaviest percentage endorsement. For boys,

13.7 per cent claimed WSU as the college they planned to enter; 8.7 per cent indicated the University of Washington; 7.5 per cent, one of the three state colleges. The percentage span is less for the girls. While WSU was still the highest per cent of the colleges specifically named, girls, unlike boys, gave more choices to the state colleges than UW. The concentration on the field of education in these state colleges (although their present curriculum is greatly expanded into other areas) may account for this.

V. Student Response to the High School Curriculum

Subjects liked best in high school. Through exposure to educational processes in primary and secondary school, students inevitably develop intellectual interests in some areas more than others. Many factors may contribute to the development of interest in a particular field of study: family values, an excellent teacher whose treatment of a subject has inspired and stimulated the student, or a prominent adult figure in a scholastic field who may have exerted strong influence on the student's intellect. We are not able to trace the sources of interests at this time, but must be satisfied with noting which subjects are favorites. Table 13 presents the findings.

The most heavily endorsed subject for boys was physical education; 54.3 per cent indicated this to be among their favorite subjects. English, with 52.2 per cent, received the highest percentage for girls among the subjects listed. Shop, at 51.3 per cent, was in second position for boys; home economics, 49.7 per cent endorsement, was second among the girls. The academic popularity of these areas was similar to the findings reported by Carol Stone in a study of rural students in 1961.[1]

Inspection of Table 13 reveals that students' academic interests extended to all subjects. The distribution shows that preferences of many rural students included what some educators call "solid" courses: algebra, geometry, English, art, history, and so on. There is, however, an interesting percentage attrition in mathematics. If we align mathematics courses in the order of their usual progression in most high school curricula--algebra, geometry, and trigonometry in that sequence--it can be noticed that there is a constant decrease in the percentage who endorsed these areas. For boys, 31.5 per cent marked algebra as among their favorite subjects; geometry attracted 25.5 per cent; but only 10.0 per cent tagged trigonometry as a favorite. A similar decline is reflected for girls: 22.9, 13.0 and 3.1 per cent respectively. Such attrition is common in education, for each course in a sequence functions as a screen for the next one. The data indicate that boys tend to outnumber girls in their preference for mathematics. The preferences of the boys seem largely consistent with those of previous studies. Stone, in her earlier research on rural youth, found that 53.6 per cent of the boys placed math and science as a favorite, while only 29.4 per cent of the girls did the same.[2] Slocum, in a study using both rural and urban student respondents, provides similar findings. Nearly twice the

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[1] Carol L. Stone, "Educational Achievement a nd Aspirations of Pend Oreille County: Adults and High School Students," Human Resources in Relation to Economic Development in Pend Oreille County. Washington State University: Agricultural Extension Service, Department of Rural Sociology and Agricultural Economics (1961), p. 65.

[2] Ibid.

percentage of boys than girls indicated science to be among their favorite subjects.[1] That mathematical and natural sciences are stressed in general by these students seems compatible with today's increased emphasis on occupations requiring technological and scientific training. It seems likely that this tendency would be measurably increased if statistical analysis had been run on only those planning to attend college.

Vocational training in high school. Students in the sample were asked to report what types of additional vocational training they would like to get at their respective schools. Vocational subjects, while they may seem more relevant to those who do not plan to attend college, are not necessarily barred from the interests of college-oriented students. Shop, a type of industrial arts, was previously noted as a favorite subject among boys in general; business, both its secretarial and other aspects, was a major concern for non-college and college-oriented girls alike.

Table 14 reveals that additional business courses were recommended by a sizable percentage of girls. Nearly 37 per cent marked this choice. More home economics courses were recommended by 21.6 per cent of the girls. A fourth of the boys suggested additional training in electronics and 19.5 per cent wanted more industrial arts.

Only 7.8 per cent of the boys and 7.5 per cent of the girls felt that their schools offered enough vocational training. If we can assume this figure to represent the sum of students satisfied with the types of courses presently offered, then the data warrant the obvious conclusion that roughly 92 per cent of the sample have interest in additional vocational training courses in their schools. The immensity of this figure suggests that a sizable number of college-bound students also have an interest in vocational training. Thus rural high school administrators and school directors might evaluate the possibilities of expanding their vocational offerings.

Additional courses in careers and vocations were suggested by a significant percentage of the students in the sample; 54.8 per cent of the girls and 37.5 per cent of the boys apparently thought they could profit from exposure to such an orientation. Vocational counseling, while available in many of the schools in the sample, also appeared important to many students; 26.3 per cent of the males and 34.4 per cent of the females indicated an interest in this area. In both categories, girls are represented by a larger percentage than boys.

The findings suggest that, while academic and scientific education is becoming increasingly important to our society, vocational courses still appear attractive to most students.

Extra-curricular activities. The social and extra-curricular aspects of school life represent an important part of education. Many sociologists, psychologists, and educators stress the important functions that these activities can play in contributing to the development of social and intellectual maturity in youth. These activities provide valuable tests and experiences in

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[1] Walter L. Slocum, "Family Cultural Patterns and Adolescent Behavior," Wash. Ag. Exp. Sta., Bulletin #648 (October, 1963), p. 21.

interpersonal relationships; athletics carry a potential of teaching a child to assume responsibilities. Participation in organizations can offer a constructive means of enhancing one's personal sense of worth and security. These activities can complement a student's performance in the academic setting by mental stability. Consequently, social activities seem highly relevant to appraising student education.

In the present study, information was obtained concerning organizations that students would like to join that they were not affiliated with. The last table in appendix B, table 26, presents the findings.

Again, athletics assumed a prominent position in the eyes of boys; 24.8 per cent, the largest percentage for specifically named activities, indicated this preference. YMCA, considerably broader in its activities yet still oriented to recreational experiences, received the endorsement of 17.8 per cent of the males.

The girls who wanted to join organizations seemed to express a greater interest than boys for convivial and socially-oriented activities as reflected in church groups, school groups, fraternal organizations, and other youth groups.

The last category, "none" (46.7 per cent of the boys and 42.1 per cent of the girls), includes students who either already belonged to all of the organizations they desired (some of which may be represented here) or those who did not find interest in any of the groups listed.

The findings are highly similar to those found by Stone in her study of rural youth. Boys who wanted to join new organizations and groups seemed more inclined to select recreational groups while girls showed a somewhat greater interest in social and fraternal organizations.[1]

VI. Teacher and Counselor Influence on Educational and Occupational Plans of High School Students

Teacher Influence. The way in which a teacher may exert influence on a student is likely to be subtle and indirectly observable, perhaps simply imposing an orientation or perspective on life that disposes students to respond to the educational process in a certain manner. However, there are types of objective activities that teachers initiate that students perceive as being a direct influence on their educational plans. These may include class discussions, teacher-student conversations, lectures, or any number of in- or out-of-class encounters. The consequences of such activities on the plans of pupils may be positive, neutral, or negative. The way in which a student responds to such experiences, of course, not only depends on the nature of the activities, but the manner in which he perceives these events. Negative experiences such as those that discourage a student from seeking higher education are not necessarily a disservice to a student. Some teachers and counselors may openly discourage a high school student from entering college if it appears obvious that he simply does not possess the vital qualities and abilities necessary for adjustment in higher education.

All students were asked to indicate if they thought teachers had encouraged or discouraged them to attend college. Table 12 presents the findings. More than one-third of all boys and girls perceived teachers' influence as having an encouraging effect on formulating plans to go to college. Only 2.0 per cent of the boys and 1.3 per cent of the girls viewed teachers' influence as discouraging them to go to college. Whether both groups of students will react in accordance with these perceived influences is, of course, another matter. Our

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[1] Stone, "Pend Oreille County Teen-Agers' Activities and Social Relationships," op. cit., p. 119.

data merely suggest how students perceive teachers' as far as encouragement to go to college is concerned.

The majority of students felt that teachers had no influence as far as encouraging or discouraging them to go to college. This is amazing in view of the fact that three-fourths of the students aspired to go to college. However, the percentage of students who perceived teachers as having encouraged them to seek a college education increases with grade level. Only 25.2 per cent of the sophomore boys reported teacher encouragement, compared to 35.5 per cent of the juniors, and 40.1 per cent of the seniors. A similar percentage increase occurred among girls; the percentages were 27.0, 32.2 and 45.3, respectively.

One of the more direct means of exerting influence on educational and occupational plans of students would seem to be through face-to-face discussions. To appraise this situation as a potential influence, respondents were asked to mark the extent to which they had discussed their plans with teachers and to evaluate the degree of influence these discussions had in shaping or molding college plans. Tables 17 and 18 in appendix B give the results of the questions. Again, this data reflect only the perceptions of students, not actual measured quantities.

The first table shows that slightly over half of both boys and girls classified the extent of their discussions in the "not at all" category. "To some extent" constituted 43.8 per cent of the boys and slightly more, 45.0 per cent, of the girls. Less than 4.0 per cent for both sexes noted a great deal of discussion about occupational and educational plans with teachers. However, added exposure resulted in greater recognition of influence: students in the upper grades more frequently reported discussing their plans with teachers.

The data reveal that there are no differences between males and females in any of the three categories. More important, however, is the implication that if it can be demonstrated that student discussions with teachers concerning educational and occupational plans provide constructive and useful consequences for students, then perhaps an effort should be made to reach the more than half of the students who do not engage in these informal meetings.

Table 18 provides data on how students perceived the extent of influence from teacher discussions. The data do not reflect any significant differences between the responses of girls and boys. For those who perceived teacher discussions as having an influence, only 7.4 per cent of the boys and 7.6 per cent of the girls classified it as extensive. However, the data do reflect a trend toward more discussions about college and occupational plans with teachers and a greater degree of perceived influence of teachers as the student progresses through high school. This trend suggests two possible explanations: 1) the actual influences exerted by teachers on students is greater in the upper levels of high school or 2) actual teacher influence on educational and occupational plans is roughly the same for students in all grade levels, but the awareness or perception of these influences by students increases as the pupil moves toward high school graduation. Our data, of course, cannot substantiate or refute either hypothesis.

It is clear that some teachers do exert a measure of influence on the plans of their students, but the level of perceived influence is less than anticipated by the writers.

School counselor influence. Whereas students have social and educational experiences with teachers both in class and in personal conferences, exposure of a pupil to the school counselor is likely to be confined to an individual interview-discussion situation. In some schools, particularly rural institutions where instructional and administrative staff are small in number, teachers are

sometimes called upon to play the dual role of counselor-teachers. A high school counselor can operate as an influential figure in connection with the development of an adolescent's plans with respect to education and occupation.

Similar questions to those inquiring about teacher influence were also asked in relation to counselors. Tables 15 and 16 present the results.

In the first, there appears to be no large differences between boys and girls in terms of the category percentages. Of the boys, 36.9 per cent and 38.8 per cent of the girls indicated that they had discussed their plans to some extent with a school counselor. Less than 4 per cent of both sexes claimed to have engaged in a great deal of discussion on this topic. Some 42.8 per cent of the males and 39.3 per cent of the females reported they had not talked with the school counselor at all.

The perceived influences of counselors were much the same as those on teachers. Percentage figures for both sexes are nearly identical. Slightly more than a fourth of the boys (26.3 per cent) reported having perceived some influence on their educational and occupational plans as a consequence of meetings with the counselor. Nearly the same proportion of girls (26.4) reported having been influenced.[1]

It is to be expected that a student's perception of the need for counsel will increase as the student approaches high school graduation, presumably the point in time where educational and occupational decisions must be made. The findings in Tables 15 and 16 seem consistent with this expectation: as grade level increases the extent of discussions and reported influence of counselors on students also increases. Yet, while students are likely to seek more discussions with the school counselor, the percentage of students in Table 15 who had not discussed their plans in the counseling situation (27.5 per cent of the boys and 22.7 per cent of the girls) seems large enough to warrant reflection by educators and counselors on what could be done to draw these students into the counseling system.

VII. Occupational Choice of High School Students

In the previous sections of this report, it has been suggested that what a student desires, plans, and expects to achieve can help to direct his social and academic activities. Moreover, the course of action taken is subject to a variety of influences many of which center around his involvement in high school education. In some respects, the culmination of a student's training and schooling is represented by the occupation he assumes, for it is a central feature of one's station in life around which prestige, income, and style of life may revolve. In a broad way, it measures one's success in life. Knowledge of what occupations students desire and expect to achieve provides valuable insights about the thinking of high school boys and girls, However, we know from other studies that relatively few high school students make final occupational choices. Most of them are likely to change their preferences before they actually enter the world of work on a regular full-time basis.

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[1] The percentage of respondents who indicated their school was without a counselor is greater in Table 16 than that of Table 15. The difference is due to the fact that there is a disparity in the number of students who responded to these questions.

Students were asked to indicate what one occupation they would prefer to have at age thirty. The results can be seen in Table 19.

The majority of the boys (59.4 per cent) showed a marked tendency to prefer professional positions as a lifetime occupation (doctors, social workers, educators, lawyers, and so on). A college education is a universal requirement for all vocations in this category. Craftsman (skilled labor) constituted the second highest occupational category for boys (16.9 per cent). Girls also reflected an inclination to select the professions although at a lesser proportion than boys (45.8 per cent).

In relation to the findings of past researchers, the present data suggest that boys and girls are taking greater interest in entering professional occupations than previously. In 1956, Slocum noted that 37 per cent of a statewide sample of rural and urban students reported a preference for professional vocations.[1] In 1961, Stone found that 56.3 per cent of the boys and 40.8 per cent of the girls in Pend Oreille County (48.9 per cent of the total number of student respondents) preferred professional occupations.[2] The data of the present study, then, suggest a continuation of this trend among high school students.

Respondents were requested to indicate what influenced them in making the choice of the occupation they selected. Table 20 gives the list of choices and the percentage of students who endorsed each item as a consideration leading them to their occupational preference. A few items can be singled out for brief discussion.

Nearly 67 per cent of the boys and 68 per cent of the girls endorsed the item, "the work sounds interesting," as the most popular item. Any number of specific considerations may be implied here: student endorsement of this item may suggest elements of fantasy (e.g., the intrigue and adventure of the secret service agent); there may be certain inherent qualities that appear attractive to the respondent's present academic interests. More important, however, is that this suggests that interest in the activities of one's job is an important consideration in selecting an occupation.

The financial aspects of occupations was in second place for boys; 51.5 per cent indicated the prospects of good pay to be attractive to them. Fewer girls (33.5 per cent) listed financial considerations.

It appears that the qualities of the occupation itself were perceived as responsible for the respondent's choice rather than perceived influences from others. "Parents approve," "encouragement of teacher," and "encouragement of counselor" did not receive heavy endorsement.

While asking students about what occupation they would prefer might allow them freedom to engage in unrealistic and wishful thinking, asking them what occupation they actually expect to have should tend to screen out fantasy

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1 Slocum, "Occupational and Educational Plans of High School Seniors from Farm and Nonfarm Homes," op. cit., p. 25.

2 Stone, "Pend Oreille County Teen-Agers Activities and Social Relationships," op. cit., p. 140.

responses. Table 21 reports the findings of expected occupation at age thirty.

The findings suggest that the tendency to name professional occupations still occupied the most prominent position among both boys and girls: 46.7 per cent of the former and 40.9 per cent of the latter listed a profession. The attrition is roughly 13 per cent for boys and 5 per cent for girls. The Stone study, previously cited, noted similar findings.[1] The data indicate that there is an unmistakable emphasis on professions as opposed to other occupational categories and at the same time provides the additional information that many students not only prefer professional occupations but expect to obtain one.

Sources of Occupational information. Table 22 provides data on what students indicated to be the most helpful for them in deciding on an occupation. For both sexes, an individual in the vocation of their choice was the most heavily endorsed: boys, 40.5 per cent; girls, 43.3 per cent. Parents were frequently reported as having provided helpful information relevant to occupational decision-making; over 36 per cent of the boys and nearly 39 per cent of the girls named their parents.

In discussing counselors or teachers individually, many students evaluated people in both categories as being a helpful source of occupational information, but in relation to other sources, students rank teachers and counselors comparatively low (table 22). The findings should not be interpreted as meaning that teachers and counselors are not useful sources of occupational information for students. Rather, observing an individual perform an occupational role in a real life situation and having such a person explain his duties, rewards and the like, seem more likely to make an impression on a student engaged in contemplation as to what occupation he should follow. The fact that over 40 per cent of both sexes marked "people working in the same occupation" as a most helpful source of occupational information in comparison to the low percentage for teachers or counselors may reflect the observation of students that the latter imparts objective information while the former illustrates both the objective and subjective aspects of an occupation in the context of reality.

When it comes to the actual job planning itself--that is, mapping out a general course of action that guides the individual to his occupational goal--parents seem to be the most prominent figures in helping a high school student. As a source of information, they ranked only second; but as a helpful counselor to the teen-ager, parents receive heavy endorsement (roughly 37 per cent). Table 24 in appendix B provides some findings on what students perceive to be significant persons in helping them in job planning.

For boys, the father was somewhat more popular than the mother. For girls, the reverse is true except that the percentage disparity between mother and father is even greater than that of boys.

Knowledge of work that students intend to enter. Respondents were requested to indicate the extent to which they possessed knowledge about their vocational choice. The results can be seen in Table 23.

For both boys and girls, general knowledge was the most heavily checked

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1 Stone, Ibid., p. 142.

item. Some 43.7 per cent of the males and nearly 50 per cent of the females claimed to have some general notions as to what their chosen occupations entailed.

Almost a fourth of the boys (23.2 per cent) claimed to have worked at a job which was sufficiently similar to their chosen occupation to impart clearer meaning and knowledge as to what this occupation entails. Girls (15.2 per cent) were less likely to get the opportunity to enjoy a pre-graduation experience in an occupation. It seems likely, however, that many of the students who reported significant work experiences will not be attending college after graduation, for jobs that require both education and adult maturity are largely precluded for high school students.

Student work experience in high school. Table 25 provides information relative to the types of work activities that students in the sample had experienced within the twelve month period preceding the study.

A majority of the boys (60 per cent) reported having worked as farm laborers. Since they lived in rural areas this is hardly surprising. The remainder of the work experience of boys was largely manual and unskilled labor.

Most (71.1 per cent) of the girls indicated they had had child-care or "baby sitting" work.

While most of the jobs that students work at during their high school years appear to be largely confined to unskilled labor (and consequently relatively low pay) the value of student participation in work activities should not be minimized. Not only does it provide them with a source of personal income, but it may expose the adolescent to experiences that teach him responsibility, reliability, and industriousness, qualities that many scholars and educators contend to be essential for success in college. Nor is such experience irrelevant to molding and shaping ones occupational plans and ambitions. Even menial workers occasionally catch a glimpse of the executive end of the continuum, an observation that might generate new occupational ideas for the student worker. On the other hand, negative exposure to tedious and laborious jobs might function to engender, for some, a motivation to seek the more advantageous occupations in life. Placed in the negative, "I don't want to do that all my life". It seems likely, then, that student work experiences can exert a measure of influence on shaping or reaffirming one's aspirations, plans, and expectations for the future.

Highlights of the Study

This analysis has focused on a number of aspects of high school education that are relevant to students' educational and occupational aspirations and expectations, and which appear to have significance for counselors, teachers, and high school administrators:

1) Educational aspirations were relatively high for students in general. Roughly 98 per cent desired to graduate from high school and 70 per cent aspired to go to college. More boys (46.2) than girls (38.0) aspired to a college degree. Many students were also oriented to post-graduate education; 22.0 per cent of the boys desired a master's

degree, while 11.5 per cent planned to attain a doctorate degree. Fewer girls aspired to advanced degrees: 16.1 and 6.2 per cent, respectively.

2) Educational expectations, more realistic notions about one's achievements, also reflected relatively high scholastic ambitions. Approximately 7 out of every 10 students expected to go to college which suggests that students visualize a need for a college education in meeting the prerequisites of today's occupations.

3) Junior colleges apparently are regarded by many as a means of initiating an educational career. Over one-fourth expected to begin their education at the junior college level, which suggests the importance of these institutions in absorbing the increasing number of Washington's high school graduates.

4) Military obligations were not perceived by two-thirds of the boys as crucially affecting their educational plans. More than likely, boys do not perceive this obligation as affecting their life until they are somewhat older or have completed some degree of education. But, while it was not perceived as an immediate influence in the winter of 1964-65, most boys had considered the military and how they would fulfill their obligation.

5) For those who do not plan to attend college, two types of reasons were frequently selected as explanations: matters pertaining to their high school scholastic situation and those related to finances. (a) Boys (60.8 per cent) reported low high school grades as a central reason for bypassing a college education; girls, 44.4 per cent. Other important reasons related to scholarship were lack of ability, a dislike of studying, and a failure to follow a precollege high school curriculum. (b) The prominence of financial matters was displayed in the feelings that college was too expensive and/or that it was necessary to begin earning a living immediately.

6) The reasons advanced for seeking higher education by the college-bound students strongly reflect the current contemporary emphasis of a college education as a requisite to occupational careers. Roughly three-quarters indicated a need for a college education to enter their desired occupation. Allied with this reason was the enhancement of earning capacity associated with the college education which 75.2 per cent of the boys and 66.1 per cent of the girls endorsed.

7) Over two-thirds of the college-bound boys and girls had definite expectations as to what major field of study they would follow at college. The largest single category, however, was "undecided" which implies that selection of a major field for these students will be deferred until exposure to the introductory courses of a college curriculum.

8) At the time of data-gathering, roughly two-thirds of those who planned to go to college had made a decision as to what college they would attend. Most of these rural boys and girls expected to remain in Washington for continuation of their education. As noted above,

this emphasis on junior college education suggests the importance of maintaining and expanding the facilities of these institutions if Washington is to accommodate the increasing number of its high school graduates.

9) Vocational training, which seems conceptually more relevant to non-college students, was among the interests of a majority of the college-oriented students also. Only 7.8 per cent of the sample expressed satisfaction with their high school's present curriculum in vocational training courses. Additional business, electronics, and career courses were among the more popular choices by students.

10) The majority of the students did not report that teachers had an important influence on the decision to attend college and formation of college plans. Less than half of the students reported having engaged in any discussion of educational and occupational plans with a teacher and only 43 per cent of the students perceived any influence at all. High school counselors did not appear to many students as having exerted any large amount of influence on their college plans either; 42.8 per cent of the boys and nearly 40 per cent of the girls reported that they had not discussed occupational and educational matters with a counselor and only one-third perceived counseling experiences as having affected their plans.

11) The majority of these rural high school boys and girls expressed a preference for professional occupations: 59.4 per cent of the boys and 45.8 per cent of the girls indicated a desire to occupy a position in the professions. These preferences apparently were regarded as more than daydreams; 46.7 per cent of the boys and 40.9 per cent of the girls expected to be in a professional occupation.

12) The economic prospects associated with certain occupations also constituted a central reason for preference. More boys than girls were concerned about the economic aspects of occupations. Other prominent reasons were: interesting work, a sustained interest in this type of occupation since childhood, and the number of perceived employment opportunities in this field. In general, both boys and girls felt that they had made their respective occupational choices because of inherent qualities in that vocation rather than as a consequence of parental, counselor, teacher, or peer-group influences "pressuring" them in that direction. While the latter may have relevance to the occupation one selects, students in the study did not seem to perceive these social elements as constituting a major reason for their vocational preferences.

13) Many boys (40.5 per cent) and girls (43.3 per cent) reported as a major source of occupational information a person in an occupation of the type preferred. Teachers and school counselors were not mentioned often. Only 5.8 per cent of the boys and 6.6 per cent of the girls indicated their high school counselor to be among the most helpful source of occupational information. Teachers received a slightly heavier endorsement: 12.4 per cent of the boys and 14.9 per cent of the girls.

14) When it comes to actual job-planning, parents seem to be highly influential figures; 47.2 per cent of the boys and 34.9 per cent of the girls reported their father as helpful in planning for a future vocation. The mother of the respondent as a helpful person for job planning was mentioned by 36.0 per cent of the boys and 56.4 per cent of the girls. Thus, for boys the father was more often perceived as a helpful person in job-planning than the mother; for girls, the reverse was true.

It seems clear that many influences operate on the student in his social and academic movement in life. What is perceived as a central influence by one person may have little effect on another. In regards to one's occupational and educational aspirations and expectations, school experiences are likely to be among the more significant and influential ones that an individual encounters.

Appendixes

APPENDIX A

Some Notations on Methodological and Background Information

Thirty high schools participated in the study; questionnaires were filled out by 3,593 sophomores, juniors, and seniors in these schools.[1] This sample includes the students who were present at their school on the day the questionnaire was administered and who voluntarily participated in the study.

Two variables were central in the analysis of the data: sex and grade level. Of the 3,593 respondents, 1,739 or 48.4 per cent of the sample were females and 1,854 or 51.6 per cent were males. The sex variable was then cross-tabulated with respect to grade level (sophomore, junior, and senior). Data in the tables are presented in terms of these breakdowns.

At the termination of the data-gathering phase, all completed questionnaires were then tabulated employing the 709 IBM computer at Washington State University's Computing Center.

While the questionnaire was not administered anonymously, measures were taken to convey to each respondent that his responses would be held in confidence and that only legitimate personnel of the University--researchers and staff involved in the study--would gain access to the questionnaire items. In addition to this assurance, an effort was made to communicate to the teenagers the notion that this survey would provide useful and helpful information for the community and school and, at the same time, make a contribution to our scientific fund of knowledge about factors that influence young people in forming their educational and occupational aspirations and plans. It was thought that this would help overcome the reluctance of some students to participate and might, perhaps, provide incentives to answer the questions in a serious rather than facetious manner.

It is important to understand, however, that not all of the responses to the questionnaire can be accepted at face value. Some respondents do not interpret questions in the same way as others; some individuals deliberately respond incorrectly while others offer evasive and unclear answers despite the researcher's strategies to elicit frank and honest responses. As a consequence of these knotty problems, and in the interest of preserving the validity of the data, it was necessary to eliminate a few questionnaires that relected obvious instances where the respondent had refused to entertain the questionnaire items in a serious fashion. Relative to questions designed to tap the respondent's opiniouns and attitudes, data are necessarily subjective; insofar as circumstances external to the respondents are concerned, the data must be accepted as reflecting the perceptions of the boys and girls involved.

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[1] The high schools participating in the project were: Bickleton, Columbia (White Salmon), Crescent (Joyce), Davenport, Eatonville, Friday Harbor, Grand Coulee, Granite Falls, Harrington, Kahlotus, La Center, La Crosse, Mabton, Mossyrock, North River (Brooklyn), Pomeroy, Port Townsend, Rainier, St. John, Selah, South Whidbey (Langley), Sultan, Waterville, White River (Buckley), Wilbur, Willapa Valley (Menlo), Winlock, Winthrop, and Yelm.

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Appendix B

TABLES

Educational and Occupational Aspirations and Expectations Study*

TABLE 1 -- QUESTION 1

LEVEL OF EDUCATION DESIRED BY HIGH SCHOOL BOYS AND GIRLS[a]

Level of Education Desired	Boys				Girls			
	Grade Level				Grade Level			
	All Pct.	10 Pct.	11 Pct.	12 Pct.	All Pct.	10 Pct.	11 Pct.	12 Pct.
Quit High School	2.3	3.2	1.7	2.0	1.7	1.7	2.2	1.2
Graduate from High School	68.4	71.4	69.5	64.3	71.1	78.1	67.5	67.0
Business School	9.0	9.2	9.2	8.4	26.6	25.5	30.3	24.3
Technical School	15.5	10.9	13.0	22.6	5.7	5.6	3.9	7.5
Attend Junior College	28.1	25.1	30.7	28.4	25.5	26.3	25.9	24.3
Graduate from Junior College	23.3	22.4	24.8	22.8	20.7	21.9	19.6	20.5
Attend University	38.1	39.5	38.4	36.4	35.5	36.8	35.1	34.5
Graduate from University	46.2	48.4	47.9	42.3	38.0	42.1	36.6	35.0
MA	22.0	25.3	21.5	19.2	16.1	17.1	18.9	12.3
PHD	11.5	12.7	11.6	10.2	6.2	6.0	7.6	5.2
Number of Students Responding	1808	597	606	605	1705	604	541	560
Number of Students Not Responding	46	19	12	15	34	18	12	4

[a]Percentages do not total 100 as more than one response could be marked by the respondent.

*Table figures represent percentages unless specified otherwise. Because percentages were rounded to the nearest one-tenth of a per cent, some columns will not total 100 exactly. All tables pertain to data derived from sophomores, juniors, and seniors in thirty rural high schools in the State of Washington, winter, 1964-65. The total number of respondents constitutes 3,593 students.

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TABLE 2 -- QUESTION 2

EDUCATIONAL EXPECTATIONS OF HIGH SCHOOL BOYS AND GIRLS[a]

Level of Educational Expectations	Boys				Girls			
	Grade Level				Grade Level			
	All Pct.	10 Pct.	11 Pct.	12 Pct.	All Pct.	10 Pct.	11 Pct.	12 Pct.
Quit High School	4.9	6.8	4.6	3.3	2.2	3.7	2.1	0.7
Graduate from High School	63.7	63.3	68.4	59.7	71.1	77.1	68.8	66.5
Business School	9.6	11.3	9.7	7.9	26.0	26.5	30.0	21.7
Technical School	15.8	14.0	12.5	20.9	7.5	7.7	5.4	9.3
Attend Junior College	28.4	28.6	29.5	27.2	24.7	24.6	24.2	25.1
Graduate from Junior College	24.6	25.1	25.1	23.4	18.9	19.9	18.8	17.7
Attend University	33.1	34.8	32.3	32.1	29.6	31.7	27.3	29.6
Graduate from University	37.4	34.7	38.8	38.6	26.8	27.1	26.7	26.6
MA	14.2	15.9	13.5	13.1	7.6	8.0	9.2	5.6
PHD	7.8	10.2	6.9	6.2	3.0	2.8	4.4	1.9
Number of Students Responding	1726	577	569	580	1655	597	520	538
Number of Students Not Responding	128	39	49	40	84	25	33	26

[a]Percentages do not total 100 as more than one response could be marked by the respondent.

TABLE 3 -- QUESTION 7

REPORTED EFFECT OF MILITARY SERVICE ON THE EDUCATIONAL PLANS OF HIGH SCHOOL BOYS

Responses to the Question: Has the possibility of military service affected your educational plans?	Grade Level			
	All Pct.	10 Pct.	11 Pct.	12 Pct.
Yes	32.4	35.0	32.9	29.3
No	67.6	65.0	67.1	70.7
Number of Students Responding	1743	575	581	587
Number of Students Not Responding	111	41	37	33

TABLE 4 -- QUESTION 8

PERCEPTION OF MILITARY SERVICE AS AN OPPORTUNITY TO OBTAIN VOCATIONAL TRAINING OR EDUCATION AS VIEWED BY HIGH SCHOOL BOYS

Responses to the Question: Do you consider the military service as an opportunity to obtain vocational training or education?	Grade Level			
	All Pct.	10 Pct.	11 Pct.	12 Pct.
Yes	65.6	69.0	67.3	60.6
No	34.4	31.0	32.7	39.4
Number of Students Responding	1733	571	578	584
Number of Students Not Responding	121	45	40	36

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TABLE 5 -- QUESTION 9

MILITARY SERVICE PLANS OF HIGH SCHOOL BOYS

Plans for Military Service	Grade Level			
	All Pct.	10 Pct.	11 Pct.	12 Pct.
Quit High School to Enlist	0.8	1.1	1.1	0.2
Enlist After High School	19.0	23.9	20.7	12.4
Work for Commission in College	11.9	12.9	12.7	10.2
Enlist after Some College	8.8	8.6	9.0	8.8
Enlist after Graduate from College	20.7	21.0	19.3	21.9
Enlist in Reserves, Continue School	9.3	10.1	9.1	8.6
Register as Conscientious Objector	1.8	2.0	1.6	1.9
Not Eligible--Physical Disability	4.5	3.1	5.8	4.7
Wait until I am Drafted	23.2	17.4	20.7	31.3
Number of Students Responding	1697	557	569	571
Number of Students Not Responding	157	59	49	49

TABLE 6 -- QUESTION 10, part I

PERCENT OF HIGH SCHOOL BOYS AND GIRLS NOT PLANNING TO GO TO COLLEGE WHO RATED SPECIFIC REASONS FOR NOT GOING TO COLLEGE AS IMPORTANT[a]

Important Reasons for Not Going to College	Boys				Girls			
	Grade Level				Grade Level			
	All Pct.	10 Pct.	11 Pct.	12 Pct.	All Pct.	10 Pct.	11 Pct.	12 Pct.
College Not Useful	28.1	33.3	24.2	27.1	38.5	35.5	40.6	39.5
Want a Job Now	48.8	53.3	44.4	48.8	44.8	40.7	42.7	51.3
Need to Earn Money	43.3	45.3	37.3	47.0	38.5	36.7	38.5	40.3
Parents Cannot Afford	32.2	36.0	31.4	29.5	32.0	31.9	29.7	34.5
Rather Get Married	12.8	12.0	9.8	16.3	30.5	24.2	31.4	36.1
Low Grades	60.8	58.7	62.1	61.4	44.4	49.6	45.6	37.8
Don't Like to Study	35.6	43.3	32.0	31.9	24.8	23.0	26.4	25.2
Don't Have Ability	46.5	49.3	47.7	42.8	45.8	46.8	47.3	43.3
Costs Too Much	22.8	22.7	26.8	19.3	26.1	26.6	23.8	27.7
Mother Disapproves	6.4	7.3	7.8	4.2	3.6	4.8	2.5	3.4
Father Disapproves	6.2	7.3	8.5	3.0	3.4	5.2	2.5	2.5
Friends Not Going	4.9	6.0	5.2	3.6	1.8	3.6	0.8	0.8
Not Required for Job	25.8	25.3	30.1	22.3	26.3	26.6	27.2	25.2
Not Taking Precollege Courses	24.3	20.0	27.5	25.3	25.8	22.2	25.1	30.3
Number of Students Responding	469	150	153	166	725	248	239	238
Number of Students Not Responding	1385	466	465	454	1014	374	314	326

[a]Percentages do not total 100 as more than one response could be marked by the respondent.

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TABLE 8 -- QUESTION 11, part I

PERCENT OF HIGH SCHOOL BOYS AND GIRLS PLANNING TO ATTEND COLLEGE WHO RATED SPECIFIC REASONS FOR GOING TO COLLEGE AS IMPORTANT[a]

mportant Reasons for Going to College	Boys				Girls			
	Grade Level				Grade Level			
	All Pct.	10 Pct.	11 Pct.	12 Pct.	All Pct.	10 Pct.	11 Pct.	12 Pct.
ollege Degree Necessary	75.7	76.4	75.3	75.5	71.0	71.0	73.9	68.1
ather Wants Me to Go	38.0	43.8	37.6	32.0	36.4	40.9	36.8	30.7
other Wants Me to Go	39.1	45.1	37.8	33.7	37.9	42.2	38.0	33.0
arn More Money	75.2	77.4	73.7	74.3	66.1	65.4	67.2	65.8
earn About Careers	68.9	71.1	68.9	66.5	76.3	77.0	78.8	73.0
et Person to Marry	12.5	15.2	12.4	9.5	22.1	22.7	20.9	22.7
njoy Learning	53.8	53.4	53.9	54.1	72.3	72.0	73.9	71.0
eachers Encouraged Me	19.8	20.0	18.7	20.9	23.0	23.5	23.5	22.1
t Into College Athletics	21.8	24.7	22.4	18.0	4.5	6.3	4.1	2.9
riends are Going	8.4	8.5	9.4	7.3	4.8	6.1	4.6	3.4
rticipate in College Social Life	20.9	24.1	18.9	19.4	25.5	29.5	22.3	24.1
ike Business Contacts	51.5	57.0	49.8	47.1	52.6	57.3	51.9	48.0
mber of Students Responding	1307	461	434	412	1089	396	345	348
mber of Students Not Responding	547	155	184	208	650	226	208	216

[a]Percentages do not total 100 as more than one response could be marked by the spondent.

TABLE 9 -- QUESTION 11, part II

PERCENT OF HIGH SCHOOL BOYS AND GIRLS PLANNING TO ATTEND COLLEGE WHO RATED SPECIFIC REASONS FOR GOING TO COLLEGE AS UNIMPORTANT[a]

Unimportant Reasons for Going to College	Boys				Girls			
	Grade Level				Grade Level			
	All Pct.	10 Pct.	11 Pct.	12 Pct.	All Pct.	10 Pct.	11 Pct.	12 Pct.
College Degree Necessary	12.3	13.1	12.6	11.3	13.4	15.4	10.9	13.5
Father Wants Me to Go	26.9	27.4	26.1	27.3	24.4	24.1	25.3	24.0
Mother Wants Me to Go	27.6	27.7	26.3	29.0	25.3	23.8	27.0	25.3
Earn More Money	18.1	15.7	19.7	19.0	22.5	20.9	21.8	25.0
Learn About Careers	16.5	15.4	17.4	16.6	8.7	9.3	7.7	8.9
Meet Person to Marry	40.9	41.0	42.6	39.1	33.9	36.0	35.1	30.3
Enjoy Learning	21.5	20.9	21.1	22.5	10.9	9.3	10.9	12.8
Teachers Encouraged Me	33.3	30.8	32.9	36.2	28.9	29.4	28.1	29.3
Get Into College Athletics	30.7	35.2	26.8	30.0	24.5	30.5	24.9	17.4
Friends Are Going	41.5	41.0	40.5	42.9	37.2	39.0	36.1	36.2
Participate in College Social Life	43.2	42.0	46.8	40.8	39.4	36.6	40.7	41.4
Make Business Contacts	26.5	24.5	28.4	26.5	21.4	19.8	19.3	25.3
Number of Students Responding	1136	383	380	373	933	344	285	304
Number of Students Not Responding	718	233	238	247	806	278	268	260

[a]Percentages do not total 100 as more than one response could be marked by the respondent.

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TABLE 10 -- QUESTION 13

EXPECTED MAJOR FIELD OF HIGH SCHOOL BOYS AND GIRLS
PLANNING TO ATTEND COLLEGE

Expected College Major	Boys				Girls			
	Grade Level				Grade Level			
	All Pct.	10 Pct.	11 Pct.	12 Pct.	All Pct.	10 Pct.	11 Pct.	12 Pct.
Agriculture	11.3	13.3	11.3	9.2	0.6	0.8	0.3	0.9
Business Administration	5.8	4.6	5.7	7.3	16.0	14.0	16.8	17.6
Education	9.3	7.0	9.0	12.3	20.7	19.6	20.3	22.3
Engineering	16.7	20.1	16.6	13.1	0.6	0.5	0.9	0.3
Fine Arts	3.2	2.2	3.4	4.1	6.7	6.4	5.6	8.1
Home Economics	0.3	0.2	0.2	0.5	6.0	7.9	5.9	4.0
Science Math	11.4	11.6	12.4	10.2	6.4	9.2	6.2	3.5
Social Science	3.2	3.3	2.3	4.1	4.5	4.8	3.2	5.5
Not Listed	23.7	25.8	23.4	21.8	26.1	25.2	26.8	26.6
Undecided	29.4	29.7	30.6	27.8	25.8	28.0	28.5	20.5
Number of Students Responding	1306	458	435	413	1079	393	340	346
Number of Students Not Responding	548	158	183	207	660	229	213	218

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TABLE 11 -- QUESTION 14

COLLEGE OR UNIVERSITY CHOICE OF
HIGH SCHOOL BOYS AND GIRLS
PLANNING TO ATTEND COLLEGE

College Plan to Enter	Boys				Girls			
	Grade Level				Grade Level			
	All Pct.	10 Pct.	11 Pct.	12 Pct.	All Pct.	10 Pct.	11 Pct.	12 Pct.
Private College	4.8	3.1	2.8	9.0	7.3	5.9	5.6	10.8
Washington Junior College	32.9	25.9	30.7	42.9	28.7	21.9	27.6	37.5
Out of State College	7.6	7.7	8.3	6.8	10.1	9.9	10.3	10.2
University of Washington	8.7	9.4	8.8	7.8	8.4	7.1	9.7	8.4
Washington State University	13.7	14.9	12.0	14.1	10.7	12.5	8.2	11.0
Western, Central or Eastern State College	7.5	5.9	6.5	10.5	9.7	7.4	7.9	14.2
Undecided	34.6	43.2	40.2	19.3	33.3	42.9	39.3	16.6
Number of Students Responding	1299	456	433	410	1077	392	341	344
Number of Students Not Responding	555	160	185	210	662	230	212	220

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TABLE 12 -- QUESTION 16

PERCEIVED TEACHER INFLUENCE ON THE COLLEGE PLANS
OF HIGH SCHOOL BOYS AND GIRLS

acher Influence on College Plans	Boys				Girls			
	Grade Level				Grade Level			
	All Pct.	10 Pct.	11 Pct.	12 Pct.	All Pct.	10 Pct.	11 Pct.	12 Pct.
couraged	33.7	25.2	35.5	40.1	34.7	27.0	32.2	45.3
scouraged	2.0	1.8	1.8	2.4	1.3	1.7	1.2	1.1
Effect on Decision	64.3	73.0	62.7	57.5	64.0	71.3	66.6	53.5
mber of Students Responding	1703	556	566	581	1642	585	521	536
mber of Students Not Responding	151	60	52	39	97	37	32	28

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TABLE 13 -- QUESTION 17

SCHOOL SUBJECTS LIKED BEST BY HIGH SCHOOL BOYS AND GIRLS[a]

Subjects Liked Best in High School	Boys				Girls			
	Grade Level				Grade Level			
	All Pct.	10 Pct.	11 Pct.	12 Pct.	All Pct.	10 Pct.	11 Pct.	12 Pct.
Agriculture	22.6	20.9	25.4	21.4	0.8	1.0	0.9	0.5
Algebra	31.5	32.6	30.6	31.2	22.9	23.9	25.1	19.8
Art and Music	25.4	20.4	26.2	29.4	45.2	43.2	47.4	45.3
Biology	40.1	46.9	38.1	35.5	35.7	43.1	33.9	29.4
Business	11.8	8.4	10.9	16.2	35.4	25.5	39.7	42.2
Chemistry	18.9	13.3	22.1	21.1	9.6	4.5	9.3	15.5
English	26.2	29.8	27.5	21.4	52.2	55.6	51.9	48.7
Foreign Languages	11.5	13.5	12.9	8.2	24.3	20.5	29.9	23.0
Geometry	25.5	30.4	23.3	22.9	13.0	14.5	12.9	11.4
History	39.0	38.7	42.8	35.5	32.8	31.1	35.2	32.4
Home Economics	1.4	1.2	1.5	1.5	49.7	52.3	49.2	47.4
Physical Education	54.3	62.0	49.7	51.3	41.7	53.4	35.9	34.4
Physics	10.5	6.2	9.6	15.7	2.1	2.3	2.4	1.8
Shop	51.3	51.2	51.6	51.0	3.4	3.7	3.1	3.2
Social Studies	12.4	11.5	11.1	14.7	11.6	7.7	8.2	19.1
Trigonometry	10.0	6.6	8.0	15.5	3.1	1.9	2.9	4.5
Number of Students Responding	1834	608	614	612	1730	620	549	561
Number of Students Not Responding	20	8	4	8	9	2	4	3

[a]Percentages do not total 100 as more than one response could be marked by the respondent.

TABLE 14 -- QUESTION 18

TYPES OF ADDITIONAL VOCATIONAL TRAINING WANTED
IN THE SCHOOL OF RURAL HIGH SCHOOL BOYS AND GIRLS[a]

Types of Vocational Training Want in HS	Boys				Girls			
	Grade Level				Grade Level			
	All Pct.	10 Pct.	11 Pct.	12 Pct.	All Pct.	10 Pct.	11 Pct.	12 Pct.
More Agriculture	16.6	18.2	17.0	14.8	1.1	1.0	1.1	1.1
More Home Economics	1.6	1.9	1.2	1.8	21.6	24.1	21.4	19.0
More Industrial Arts	19.5	15.1	20.2	23.2	6.4	7.1	5.7	6.2
More Business Training	16.6	13.9	16.8	19.0	36.3	33.7	35.4	40.0
Electronics	25.7	25.8	24.3	26.8	1.1	1.5	1.3	0.5
Course in Careers	37.5	36.3	38.0	38.1	54.8	54.0	54.7	55.6
Vocational Counseling	26.3	21.0	29.9	28.0	34.4	32.1	36.6	34.8
None--School has Everything	7.8	9.6	7.1	6.5	7.5	8.8	6.2	7.2
None--Get it Elsewhere	11.9	12.7	9.3	13.6	7.0	6.6	7.2	7.2
Number of Students Responding	1766	581	589	596	1682	602	528	552
Number of Students Not Responding	88	35	29	24	57	20	25	12

[a]Percentages do not total 100 as more than one response could be marked by the respondent.

TABLE 15 -- QUESTION 21

EXTENT OF DISCUSSION OF THE EDUCATIONAL OR OCCUPATIONAL PLANS WITH THE SCHOOL COUNSELOR BY HIGH SCHOOL BOYS AND GIRLS

Discussion of Ed and Occ Plans with Counselor	Boys				Girls			
	Grade Level				Grade Level			
	All Pct.	10 Pct.	11 Pct.	12 Pct.	All Pct.	10 Pct.	11 Pct.	12 Pct.
one	42.8	54.0	47.1	27.5	39.3	52.8	41.2	22.7
ome	36.9	23.9	33.7	53.0	38.8	25.2	35.2	57.2
ery Much	3.2	1.7	3.0	5.1	3.9	1.6	2.9	7.4
o Counselor	17.0	20.4	16.3	14.4	18.0	20.3	20.8	12.8
umber of Students Responding	1817	598	609	610	1715	610	549	556
umber of Students Not Responding	37	18	9	10	24	12	4	8

TABLE 16 -- QUESTION 22

INFLUENCE OF SCHOOL COUNSELOR ON THE EDUCATIONAL AND OCCUPATIONAL PLANS OF HIGH SCHOOL BOYS AND GIRLS

nfluence of Counselor	Boys				Girls			
	Grade Level				Grade Level			
	All Pct.	10 Pct.	11 Pct.	12 Pct.	All Pct.	10 Pct.	11 Pct.	12 Pct.
one	47.6	53.9	48.7	40.4	46.0	50.9	45.9	40.7
ome	26.3	16.4	25.6	36.7	26.4	18.8	22.9	38.1
ery Much	5.4	4.8	3.7	7.8	5.0	4.5	4.7	5.7
o Counselor	20.6	24.8	21.9	15.0	22.6	25.7	26.5	15.5
umber of Students Responding	1780	584	597	599	1675	595	532	548
umber of Students Not Responding	74	32	21	21	64	27	21	16

TABLE 17 -- QUESTION 23

EXTENT OF DISCUSSION OF EDUCATIONAL OR OCCUPATIONAL PLANS
WITH TEACHERS BY
HIGH SCHOOL BOYS AND GIRLS

tent Discussed Ed Occ Plans with Teacher	Boys				Girls			
	Grade Level				Grade Level			
	All Pct.	10 Pct.	11 Pct.	12 Pct.	All Pct.	10 Pct.	11 Pct.	12 Pct.
ne	52.2	62.3	50.0	44.5	51.4	61.1	52.5	39.6
me	43.8	35.4	46.6	49.2	45.0	37.1	43.5	55.1
ry Much	3.9	2.3	3.4	6.0	3.6	1.8	4.0	5.3
nber of Students Responding	1833	607	612	614	1727	617	549	561
nber of Students Not Responding	22	9	6	7	12	5	4	3

TABLE 18 -- QUESTION 24

INFLUENCE OF TEACHERS ON THE EDUCATIONAL
OR OCCUPATIONAL PLANS OF HIGH SCHOOL BOYS AND GIRLS

cher's Influence on Ed cc Plans	Boys				Girls			
	Grade Level				Grade Level			
	All Pct.	10 Pct.	11 Pct.	12 Pct.	All Pct.	10 Pct.	11 Pct.	12 Pct.
e	57.4	64.4	55.6	52.3	60.2	67.1	59.6	53.4
e	35.1	29.6	37.0	38.4	32.1	26.5	32.6	37.7
y Much	7.4	6.0	7.3	8.9	7.6	6.4	7.8	8.8
ber of Students Responding	1790	582	602	606	1687	596	537	554
ber of Students Not esponding	65	34	16	15	52	26	16	10

TABLE 19 -- QUESTION 28

OCCUPATION ANTICIPATED TO BE LIKED BEST AT AGE THIRTY
BY HIGH SCHOOL BOYS AND GIRLS

ccupational Choices 'like best'	Boys				Girls			
	Grade Level				Grade Level			
	All Pct.	10 Pct.	11 Pct.	12 Pct.	All Pct.	10 Pct.	11 Pct.	12 Pct.
rofessional	59.4	60.5	59.1	58.5	45.8	45.2	48.3	44.1
armer and Farm Manager	8.7	11.8	8.6	5.9	0.3	0.2	0.4	0.4
anagers, Officials, Proprietors	4.8	3.6	5.1	5.7	1.8	1.0	1.5	3.0
lerical	1.6	1.5	1.2	2.0	18.8	20.1	20.0	16.2
ales Workers	0.8	0.6	0.4	1.2	0.6	0.4	0.8	0.6
raftsmen (Skilled Worker)	16.9	13.9	17.2	19.5	0.8	1.0	1.0	0.4
peratives (Semi-skilled)	2.4	1.9	2.9	2.4	0.2	0.0	0.2	0.4
rivate Household or Service Workers	3.1	3.4	3.1	2.8	31.4	31.9	27.5	34.8
arm Laborers and Foremen	0.2	0.2	0.2	0.2	0.1	0.2	0.0	0.0
aborers Except Farm	2.2	2.7	2.2	1.6	0.1	0.2	0.2	0.0
umber of Students Responding	1457	476	489	492	1492	518	480	494
umber of Students Not Responding	397	140	129	128	247	104	73	70

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TABLE 20 -- QUESTION 29

FACTORS INFLUENCING THE CHOICE OF THE OCCUPATION
ANTICIPATED TO BE LIKED BEST AT AGE THIRTY
BY HIGH SCHOOL BOYS AND GIRLS[a]

easons for Choosing Occupation	Boys				Girls			
	Grade Level				Grade Level			
	All Pct.	10 Pct.	11 Pct.	12 Pct.	All Pct.	10 Pct.	11 Pct.	12 Pct.
o Occupation Listed	13.2	12.8	14.0	12.7	11.1	11.6	11.3	10.3
any Openings in Occupation	39.6	39.8	38.9	40.0	37.0	32.8	37.6	41.1
ood Pay	51.5	49.7	52.4	52.4	33.5	33.3	34.3	33.0
ounds Good	18.9	20.1	17.6	19.2	17.6	19.1	17.6	16.1
arents Approve	12.4	13.3	14.0	10.0	12.1	12.6	12.8	10.9
riends Going into it	3.4	3.9	3.7	2.5	3.7	3.7	4.1	3.5
nteresting Work	66.9	66.4	66.9	67.3	67.8	65.6	70.2	67.9
restige	10.3	8.9	9.3	12.7	5.9	4.8	5.4	7.6
ncouragement of Teacher	5.0	4.4	4.8	5.9	5.9	4.2	5.6	8.1
ncouragement of Counselor	3.2	2.4	3.2	4.1	2.8	2.0	2.2	4.2
ork Experience in Related Job	20.5	18.2	22.1	21.0	12.5	10.1	11.9	15.9
ducational Requirements not Excessive	17.1	15.2	18.5	17.6	16.1	13.8	18.7	16.1
sts Indicate Occupation for me	14.3	11.5	14.0	17.5	13.3	10.8	11.5	17.7
lways Liked It	50.4	51.3	52.1	48.0	54.2	56.7	55.4	50.2
/ or Movie	4.0	5.4	2.8	3.7	3.4	4.0	4.4	1.8
ecurity	15.6	12.3	16.3	18.3	17.5	13.1	17.6	22.3
iance to be Creative	17.8	15.0	17.8	20.7	20.8	17.6	20.9	24.2
reedom on Job	31.7	30.2	33.3	31.5	17.2	16.8	16.9	17.9
quire Power and Authority	12.7	13.3	13.5	11.4	6.8	7.2	6.3	6.8
dmire Someone in Occupation	24.6	24.6	28.8	20.2	24.7	24.6	25.4	24.0
nterest Through High School Course	12.9	10.6	15.6	12.5	17.6	13.5	21.3	18.6
her	24.7	28.5	24.1	21.4	27.9	30.4	25.9	26.9
mber of Students Responding	1784	593	601	590	1683	601	540	542
mber of Students Not Responding	70	23	17	30	56	21	13	22

[a]Percentages do not total 100 as more than one response could be marked by the spondent.

TABLE 21 -- QUESTION 31

EXPECTED JOB AT ENTRANCE INTO FULL-TIME WORK
OF HIGH SCHOOL BOYS AND GIRLS

Occupational Choice 'Expect to be in'	Boys				Girls			
	Grade Level				Grade Level			
	All Pct.	10 Pct.	11 Pct.	12 Pct.	All Pct.	10 Pct.	11 Pct.	12 Pct.
Professional	46.7	49.4	41.2	49.6	40.9	40.4	42.8	39.7
Farmers and Farm Managers	10.1	13.2	11.6	5.5	0.1	0.2	0.0	0.0
Managers, Officials, Proprietors	3.5	2.9	4.3	3.2	1.1	2.0	0.8	0.5
Clerical Workers	2.0	1.8	2.3	2.0	29.5	28.7	26.7	32.8
Sales Workers	1.1	0.9	0.9	1.4	2.1	0.7	3.3	2.5
Craftsmen (Skilled Worker)	19.3	16.5	20.5	20.9	0.9	0.5	1.4	0.8
Operatives (Semi-Skilled)	4.5	4.1	4.5	4.9	0.2	0.0	0.5	0.0
Private Household or Service Workers	2.6	3.2	2.0	2.6	25.0	27.2	24.0	23.7
Farm Laborers and Foremen	0.9	1.2	0.9	0.6	0.0	0.0	0.0	0.0
Laborers Except Farm	9.4	6.8	11.9	9.3	0.3	0.2	0.5	0.0
Number of Students Responding	1037	340	352	345	1168	408	367	393
Number of Students Not Responding	817	276	266	275	571	214	186	171

TABLE 22 -- QUESTION 32

THE MOST HELPFUL SOURCES OF OCCUPATIONAL INFORMATION FOR HIGH SCHOOL BOYS AND GIRLS[a]

urces of Occupational Information	Boys				Girls			
	Grade Level				Grade Level			
	All Pct.	10 Pct.	11 Pct.	12 Pct.	All Pct.	10 Pct.	11 Pct.	12 Pct.
rents	36.4	36.3	39.2	33.7	38.9	37.6	41.1	38.2
iends	19.3	17.1	18.7	22.2	23.8	22.7	25.5	23.5
ople Working in Same Occupation	40.5	37.0	42.7	41.7	43.3	41.0	43.3	45.8
gh School Counselor	5.8	2.7	5.0	9.8	6.6	3.6	5.6	10.9
cupational Handbooks	24.5	22.6	24.4	26.6	28.3	24.1	28.1	33.1
achers	12.4	9.3	13.7	14.2	14.9	10.2	16.9	18.2
n Experience with Jobs	30.8	28.7	33.4	30.2	19.1	15.3	17.4	24.7
ne	11.2	12.5	11.0	10.0	12.3	13.7	13.1	10.0
her	27.8	27.5	28.0	28.0	30.2	32.5	28.9	29.1
mber of Students Responding	1781	592	599	590	1673	590	533	550
mber of Students Not Responding	73	24	19	30	66	32	20	14

[a]Percentages do not total 100 as more than one response could be marked by the spondent.

TABLE 23 -- QUESTION 33

AMOUNT OF KNOWLEDGE ABOUT OCCUPATIONAL CHOICE
POSSESED BY HIGH SCHOOL BOYS AND GIRLS[a]

nowledge of Work Intend to Enter	Boys				Girls			
	Grade Level				Grade Level			
	All Pct.	10 Pct.	11 Pct.	12 Pct.	All Pct.	10 Pct.	11 Pct.	12 Pct.
ood Knowledge--I have worked at it	23.2	23.5	25.3	20.6	15.2	12.6	13.6	19.5
ood Knowledge--relatives, friends work at it	26.1	27.8	26.0	24.7	22.1	21.6	20.4	24.4
eneral Knowledge	43.7	42.4	41.8	47.0	49.4	47.8	50.8	49.9
on't Know Much--find out by experience	15.2	17.9	14.3	13.4	13.8	16.7	12.9	11.5
on't Know Much--find out from school	21.8	20.3	22.0	23.0	21.9	22.4	23.2	20.2
on't Know--not yet made choice	14.7	13.3	16.6	14.0	13.8	15.3	13.6	12.2
umber of Students Responding	1779	587	601	591	1687	603	535	549
umber of Students Not Responding	75	29	17	29	52	19	18	15

[a]Percentages do not total 100 as more than one response could be marked by the espondent.

TABLE 24 -- QUESTION 35

INDIVIDUALS INFLUENCING THE JOB PLANNING
OF HIGH SCHOOL BOYS AND GIRLS[a]

rsons Who Have Helped in Job Planning	Boys				Girls			
	Grade Level				Grade Level			
	All Pct.	10 Pct.	11 Pct.	12 Pct.	All Pct.	10 Pct.	11 Pct.	12 Pct.
ther	47.2	46.9	48.7	46.1	34.9	31.7	36.4	36.9
ther	36.0	33.7	35.8	38.3	56.4	52.6	55.5	61.3
acher	17.2	14.4	18.1	19.0	18.6	15.0	17.9	23.2
hool Counselor	11.7	6.1	9.2	19.8	12.0	5.8	10.3	20.4
ominent Person in Community	7.3	7.1	8.2	6.7	5.3	2.3	6.7	7.1
ose Friends Own Age	15.9	15.2	16.6	15.8	23.5	25.7	23.7	20.8
meone Else	25.6	24.2	26.6	26.1	31.1	29.7	29.7	33.9
One Helped	25.1	25.5	27.0	22.9	20.2	24.0	22.1	14.2
mber of Students Responding	1783	591	597	595	1682	599	535	548
mber of Students Not Responding	71	25	21	25	57	23	18	16

[a]Percentages do not total 100 as more than one response could be marked by the spondent.

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TABLE 25 -- QUESTION 38

TYPES OF JOBS HELD WITHIN THE LAST 12 MONTHS
BY HIGH SCHOOL BOYS AND GIRLS
WINTER, 1964 - 65[a]

ıat Types of Work Did in Last 12 Months	Boys				Girls			
	Grade Level				Grade Level			
	All Pct.	10 Pct.	11 Pct.	12 Pct.	All Pct.	10 Pct.	11 Pct.	12 Pct.
id Not Work For Pay	6.9	9.8	5.2	5.9	11.3	11.6	9.0	13.4
ırm Work	60.2	60.0	62.0	58.6	14.5	13.1	17.0	13.8
ıiter or Waitress	1.7	1.5	2.0	1.5	11.8	5.9	12.4	17.7
ınual Labor or Housework	21.8	19.1	22.3	23.8	30.5	30.7	26.8	33.8
ıper Route Messenger	5.2	6.7	5.3	3.5	0.5	0.8	0.4	0.4
lerk in Store	7.5	4.8	8.3	9.4	4.7	3.7	4.0	6.5
:fice Work	1.3	1.2	1.3	1.3	4.2	1.7	4.0	7.2
ıby Sitting	4.8	7.9	3.7	2.8	71.7	76.9	75.3	62.3
:her	38.0	34.9	37.7	41.4	22.0	21.3	25.2	19.7
ımber of Students Responding	1779	582	600	597	1658	597	523	538
ımber of Students Not Responding	75	34	18	23	81	25	30	26

[a]Percentages do not total 100 as more than one response could be marked by the spondent.

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TABLE 26 -- QUESTION 73

ORGANIZED GROUPS TO WHICH HIGH SCHOOL BOYS AND GIRLS WANT TO BELONG[a]

rganized Groups Desire to Belong To	Boys				Girls			
	Grade Level				Grade Level			
	All Pct.	10 Pct.	11 Pct.	12 Pct.	All Pct.	10 Pct.	11 Pct.	12 Pct.
hurch Groups	6.9	6.7	7.4	6.6	14.7	13.6	16.6	14.1
chool Clubs	13.4	13.9	15.0	11.2	19.6	23.5	21.7	13.2
ports Clubs and Teams	24.8	29.1	24.3	21.2	11.2	11.5	13.5	8.8
-H	2.9	3.5	3.5	1.7	6.8	8.7	6.0	5.3
ampfire or Scouts	2.3	4.3	1.3	1.3	2.1	2.5	1.9	1.8
raternal Organizations	3.3	3.5	3.1	3.4	11.0	12.0	12.6	8.1
CA, YMCA	17.8	21.4	18.5	13.5	15.9	15.3	17.2	15.5
ther Youth Groups	14.8	16.9	15.4	12.2	17.5	16.7	20.3	15.5
one	46.7	41.3	45.2	53.6	42.1	37.8	39.1	49.7
umber of Students Responding	1583	509	540	534	1524	550	483	491
umber of Students Not Responding	271	107	78	86	215	72	70	73

[a]Percentages do not total 100 as more than one response could be marked by the espondent.

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